



Arkansas State University developed from an agricultural school founded on April 1, 1909, by Act 100 of the 37th Arkansas General Assembly. It was created as one of four Arkansas high schools to teach agriculture, horticulture, and the art of textile manufacturing. Today, the university grants bachelor's, master's, and doctoral degrees through 11 degree granting colleges. With cutting-edge research capabilities, ASU is building on its first hundred years and looking to the future.

The following is a compilation of data reflective of the Educator Preparation Program at  
**Arkansas State University**

**Institutional Classification:**

- ☐ Independent
- ☒ Public

**Institutional Admissions Selectivity:**

- ☐ Open Enrollment
- ☒ Moderately Selective
- ☐ Selective
- ☐ Highly Selective

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## I. Program Areas

The following (Table 1) reflects the programs offered at the Educator Preparation Provider and the number of credit hours required.

**Table 1. Programs offered and required credit hours**

Educator Licensure Programs - ASU			
Program	Required Credit Hours		
	General	Content	Professional Ed
Agriculture	38	49	33
Art	35	56	32
Business	47	45	28
Early Childhood	38	19	69
English	41	47	32
French	41	46	32
Life/Earth Science	42	46	32
Mathematics	42	46	32
Middle Childhood	44	30	54
Music	41	57	26
Physical Education	38	53	29
Physical/Earth Science	42	46	32
Social Studies	38	50	32
Spanish	41	47	32

Administrator Licensure Programs - ASU	
	Required Credit Hours
District Level Administrator	30
Building Level Administrator	36
Curriculum Program Administrator	36

Source: Data provided by ASU



## II. Enrollment and Program Completers

The Higher Education Act (HEA) Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>. The table below represents data the EPPs have reported to Title II in the past three years.

**Table 2. Enrollment and Program Completers**

<b>ASU - Teacher</b>					
<b>Enrollment</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Average</b>	<b>% of State Total</b>
Traditional	878	792	389	686	9.9%
Nontraditional	20	20	31	24	0.35%
State	6,925	7,758	6,161	6,948	
<b>Program Completers</b>					
Traditional	315	322	315	317	14.5%
Nontraditional	0	20	14	11	0.05%
State	2,104	2,116	2,350	2,190	
Source: HEA Title II Reports – 2012, 2013, 2014					
<b>ASU - Administrator</b>					
<b>Enrollment (currently enrolled 14-15)</b>	<b>ASU</b>	<b>State</b>	<b>% of State Total</b>		
District Level	104	199	52.3%		
Building Level	1,080	1,436	75.2%		
Curriculum Program Administrator	264	320	82.5%		
<b>Program Completers (2013-2014)</b>					
District Level	79	115	68.7%		
Building Level	152	240	63.3%		
Curriculum Program Administrator	47	71	66.2%		

Source: Data supplied by ASU



### III. Enrollment and Demographic Data

Each year EPPs report enrollment, race, ethnicity, and gender of students in their programs to HEA Title II. Data from the 2014 HEA Title II Report are presented below. These are the number of students in each initial licensure program in 2012-13.

**Table 3. Enrollment and Demographic Data**

<u>ASU</u> <u>Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total</u> <u>Enrollment</u>	<u>Hispanic</u>	<u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi-</u> <u>Racial</u>
Traditional	84	305	389	1	1	1	26	2	351	7
Nontraditional	0	31	31	0	0	0	4	0	27	0

**Note:** Individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

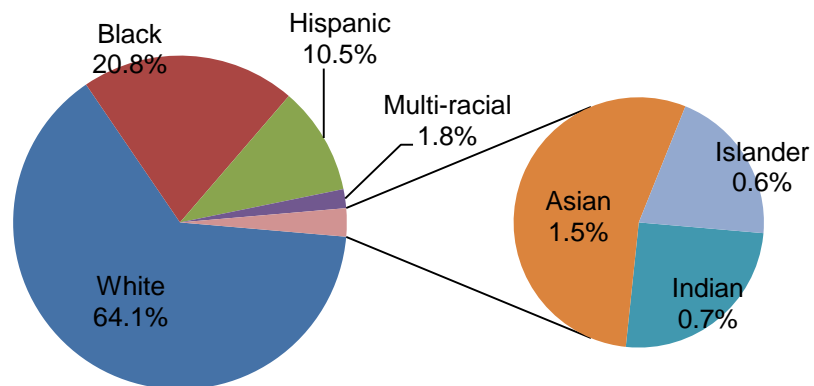
Source: HEA Title II Report – 2014

As a point of comparison the charts on the following page demonstrate the demographic makeup of **Arkansas public school students** and **Arkansas public school teachers**, and **all Arkansas EPPS** compared to this institution during 2012-2013.

- Figure 1. Demographic Makeup of Arkansas Public School Students – 2012-2013
- Figure 2. Demographic Makeup of Arkansas Public School Teachers – 2012-2013
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees – 2012-2013
- Figure 4. Demographic Makeup of ASU Enrollees – 2012-2013

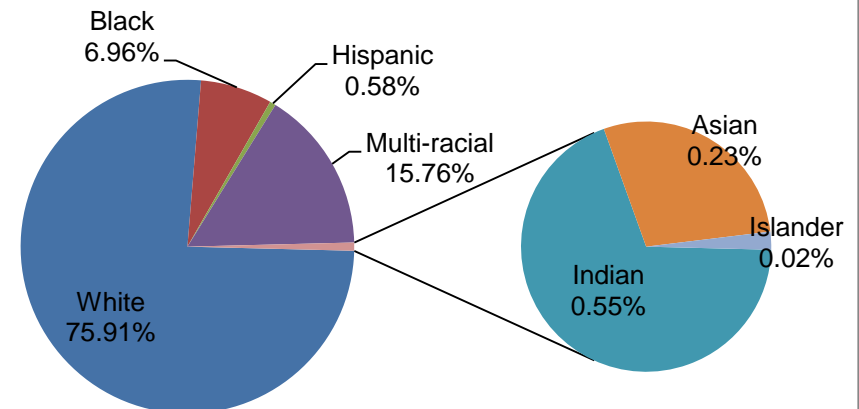


**Figure 1. AR Students 12-13**



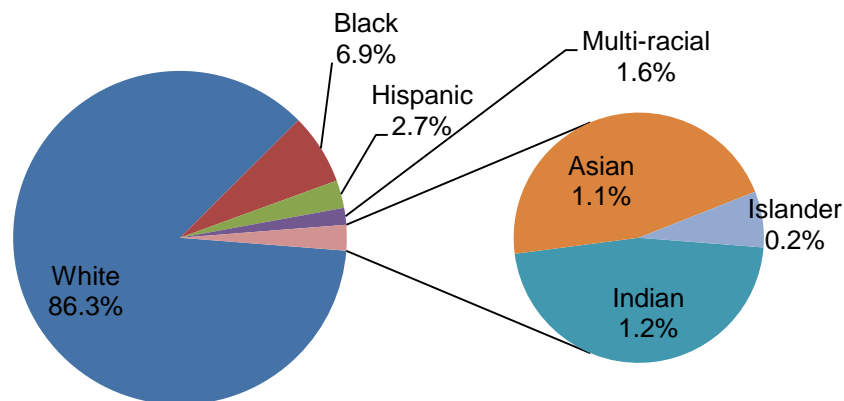
Source: ADE Data Center

**Figure 2. AR Teachers 12-13**



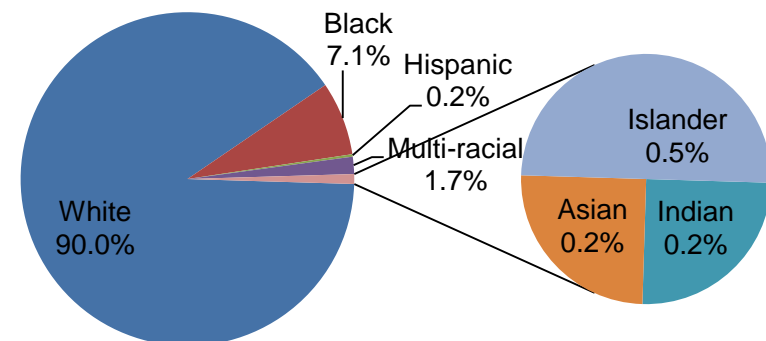
Source: ADE Data Center

**Figure 3. AR EPP Enrollment 12-13**



Source: HEA Title II Report – 2014

**Figure 4. ASU Enrolled 12-13**



Source: HEA Title II Report – 2014



#### IV. Number of Teachers Prepared Annually by Subject Area

The number of teachers prepared in each subject area is reported each year in the HEA Title II Report. These data include both traditional and nontraditional programs. The table below represents the number of teachers prepared over three years.

Table 4. Number of teachers prepared by subject area

<u>ASU</u>	<u>Number of Teachers Prepared</u>			
<u>Subject Area</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>3-yr Average</u>
Agriculture	5	1	4	3.3
Art	6	4	4	4.7
Business	1	2	6	3.0
Chinese	0	0	0	0.0
Drama/Speech	0	0	0	0.0
Early Childhood	117	123	151	130.3
English	10	4	19	11.0
Family and Consumer Sciences	1	0	0	0.3
French	0	0	0	0.0
German	0	0	0	0.0
Life Science	1	2	4	2.3
Mathematics	8	6	3	5.7
Middle Childhood	72	36	84	64.0
Music	3	0	2	1.7
Physical Education	14	3	21	12.7
Physical Science	2	0	1	1.0
Social Studies	16	5	27	16.0
Spanish	2	0	3	1.7

Source: HEA Title II Reports - 2012, 2013, 2014

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.



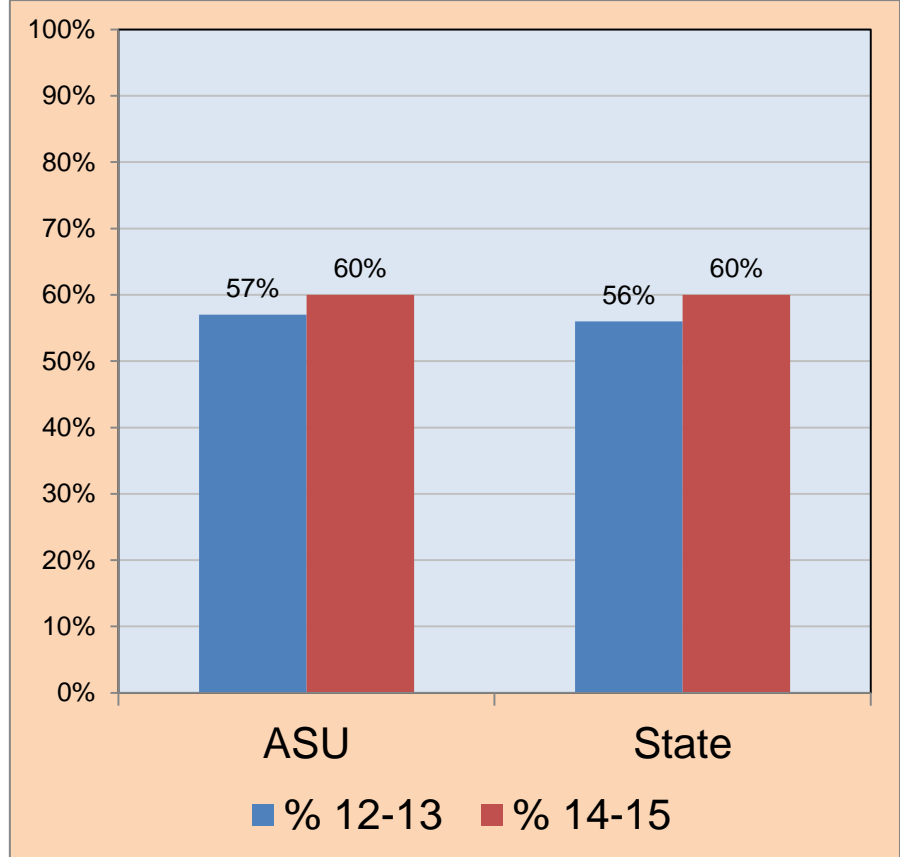
### V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in the following year are represented below.

**Table 5. ASU Program Completers Teaching in Arkansas Public Schools During their first year**

	<u>ASU</u>	<u>State</u>
Completers 11-12	342	2,036
Employed in APS 12-13	194	1,143
% 12-13	57%	56%
Completers 13-14	363	2,324
Employed in APS 14-15	218	1,394
% 14-15	60%	60%
Change	+3	+4

**Figure 5. Change in % employed, 12-13 to 14-15**



Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ADE Research and Technology.



## VI. Supervised Clinical Experience (SCE) and Faculty Numbers

The table below contains Information about the program's SCE (also known as student teaching) during the 2012-2013 academic year. This table was reproduced from the 2014 HEA Title II Report.

**Table 6. Supervised Clinical Experience and Faculty Numbers**

<u>ASU</u>	<u>Traditional</u>	<u>Nontraditional</u>
Hours required prior to Supervised Clinical Experience	185	0
Hours required in Supervised Clinical Experience	600	600
Number FTE faculty in Supervised Clinical Experience	36	4
Number adjunct faculty in Supervised Clinical Experience	319.5	14
Number of students in Supervised Clinical Experience	315	14

Source: HEA Title II Report – 2014





## VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. EPPs with approved programs for that particular subject area are listed beneath each test. Pass rates reflect the number of students taking each test for the first time between 9/1/13 and 8/31/14, and the numbers passing each test. Highest and lowest scores on each test are also included. IHEs had the opportunity to verify their students took the tests listed for their institution. Data include both traditional and nontraditional routes.

**Table 7. Licensure Test Pass Rates**

Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0700	Agriculture	4	*	*	*	*	*	74
0135	Art Content and Analysis	5	166	159	176	3	60	65
0235	Biology: Content Knowledge	7	154	120	183	5	71	76
0101	Business Ed: Content Knowledge	7	165	148	178	5	71	89
0022	Early Childhood: Content Knowledge	138	177	157	192	138	100	99
0044	English LLC: Content and Analysis	20	166	129	196	12	60	79
5174	French: World Language	0	*	*	*	*	*	
0856	Health and Phys Ed: Cont Knowledge	25	158	138	172	24	96	96
5061	Mathematics: Content Knowledge	18	139	100	183	14	78	76
5142	Middle Sch: MS English Language Arts Subtest	7	162	138	188	7	100	100
5143	Middle Sch: MS Mathematics Subtest	7	140	121	151	7	100	100
5144	Middle Sch: MS Social Studies Subtest	7	136	120	156	7	100	100
5145	Middle Sch: MS Science Subtest	7	137	127	155	7	100	100
5113	Music: Content Knowledge	5	163	153	175	4	80	78
5114	Music: Content and Instruction	10	152	142	166	4	40	57
0095	Phys Ed: Content and Design	45	167	145	185	16	36	40
0481	Physical Science: Content Knowledge	6	161	146	168	6	100	90
0621	Princ of Learn Teach: Early Childhood	147	165	142	192	122	83	85



2015  
Educator Preparation Performance Report  
Arkansas State University

Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0623	Princ of Learn Teach: Grades 5-9	76	171	144	187	62	82	87
0624	Princ of Learn Teach: Grades 7-12	116	167	140	196	94	81	88
5622	Princ of Learn Teach: Grades K-6	1	*	*	*	*	*	79
0086	Social Studies: Cont and Interp	14	150	130	169	6	43	54
5195	Spanish: World Language	2	*	*	*	*	*	55
0841	World Language Pedagogy	2	*	*	*	*	*	100
6011	School Leaders Licensure Assesmt	256	173	131	194	227	89	89
6021	School Superintendent Assessment	25	168	155	178	22	88	78

Source: ETS Data Manager via ADE Program Advisor

\* Indicates < 5 tests taken

N = number of test takers

Mean = mean score

Min = lowest score recorded

Max = highest score recorded

# Pass = number of passing scores

% Pass = Pass rate percentage

## VIII. Novice Teacher Survey Results

First year teachers complete the “Novice Teacher Survey” at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below. Data include both traditional and nontraditional programs.

**Table 8. Novice Teacher Survey Results**

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."		
SCALE: 1. Not at all prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. Very well prepared		
<b><u>Novice Teacher Survey Results</u></b>	<b><u>ASU scores (n=161)</u></b>	<b><u>State Scores (n=1,245)</u></b>
Knowledge of learner development	4.07	4.14
Content knowledge preparation	4.11	4.18
Lesson planning skills	4.07	4.16
Instructional strategies and skills	3.99	4.16
Use of instructional technology	3.98	3.99
Consideration of diversity among your students	4.07	4.20
Establishing a culture for learning	4.13	4.24
Creating an effective learning environment (classroom management)	3.83	4.06
Managing student behavior	3.68	3.85
Assessment of student learning	3.91	4.03
Communicating with families	3.73	3.87
Leadership, collaboration and professional growth	3.98	4.12
Extent that your instructors modeled best teaching practices and use of technology	3.96	4.03
Availability of resources to support instruction and research	4.00	4.09
Quality of student teaching experience	4.12	4.16
Avg. of all 15 items	3.98	4.09

Source: ADE Novice Teacher Surveys - 2014

## IX. Glossary

**Educator Preparation Provider (EPP)** – Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation ‘**programs**’ are those individual tracks offered under the auspices of each provider.

**HEA Title II (Title II of the Higher Education Act of 1965)** - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II Report includes requirements, conditions, and specifications for institutions and states related to teacher preparation and licensure.

**IHE** – Institution of Higher Education; college or university.

**Nontraditional route to licensure** – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

**Pedagogy** - the art or science of teaching; education; instructional methods.

**Praxis<sup>®</sup> licensure tests** – examinations offered by ETS<sup>®</sup> taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

**Program completer** - a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements.



**Supervised clinical experience (SCE)** – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. This is completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

**Traditional route to licensure** – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience (student teaching) but the students do not serve as teacher of record while enrolled in the program of study.